

DOCUMENT RESUME

ED 196 016

CS 206 010

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 TITLE Writing & Language Arts. Pilot Copy.
 INSTITUTION Ganado Public Schools, Ariz.
 PUB DATE 78
 NOTE 59p.: Not available in paper copy due to marginal legibility of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS *Behavioral Objectives; Capitalization (Alphabetic); Elementary Education; *Evaluation Methods; Handwriting; *Language Acquisition; Language Usage; Learning Activities; *Mastery Learning; Punctuation; Sentence Structure; *Writing Skills

ABSTRACT

This guide provides an evaluation system by which a teacher or parent can follow a child's progress in sentence structure, usage, punctuation, capitalization, penmanship, and composition from kindergarten through grade eight. Each page lists an objective that is coded so that it is possible to correlate related materials, such as test items, alternatives, and other supplementary materials. Each objective also lists a suggested teaching approach or activity and provides sample items. (HCD)

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WRITING & LANGUAGE ARTS

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1978

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Ganado Public Schools

Objectives and Activities

for the

Development and Implementation

of a

Continuous Uniform Evaluation System

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CS206010



GANADO PUBLIC SCHOOLS

District No. 19

GANADO, ARIZONA 86505

November, 1978

The production of the Ganado District Writing CUES (Continuous Uniform Evaluation System) involved the cooperative efforts of many individuals. Appreciation is expressed to all teachers and supportive staff members of Ganado Public Schools.

Special appreciation is also expressed to the following persons for assistance in the preparation of this component:

Dr. Thelma Wenger, Superintendent
Mr. Albert A. Yazzie, Assistant Superintendent
Mr. Andrew Pete, Elementary Principal
Mr. Paul R. Pullin, Intermediate Principal
Mr. Louis C. Jumper, Junior High Principal
Mr. Daniel A. Patterson, Senior High Principal
Mr. Don R. Rasco, Director of Office of Funded
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INTRODUCTION

This is the Writing component of the Ganado District CUES (Continuous Uniform Evaluation System).*

This is not meant to be a curriculum guide, rather its purpose is to provide an evaluation system by which a teacher or parent may follow a child's progress. The series of objectives that follow are those which Ganado Public Schools feel are very important to each child's writing development.

Each page includes an objective that is coded, so that it will be possible to correlate related materials, such as test items, alternatives, and other supplementary materials. As an example, W4-04-SS refers to writing objective (W), in the fourth level (4), that is the fourth in a series (04), and pertains to the area of sentence structure (SS).

Although tests are provided, teachers are encouraged to use any test or supplemental materials that he/she feels are valid for evaluating the student.

*The mastery level for all objectives is 70%, unless stated elsewhere. This is a minimal mastery level and therefore, all objectives will need additional reinforcement and refinement.

HOW IMPORTANT ARE CREATIVE WRITING AND SPELLING?

Absent from this Writing and Language Arts resource book is any reference to Creative Writing or Spelling. Ganado Public Schools are keenly aware of school and parental concerns with respect to the importance of the spelling and language competence. It is obvious that the development of spelling and writing skills cannot be left to chance. Spelling and writing skills are precise disciplines that require varying individual degrees of concentration and application to acquire mastery. To fulfill the need for a program that provides for the development of such skills, each teacher must be deeply concerned that every student be given numerous opportunities to express himself through creative writing and proper spelling skills, especially since the goal of written communication is that it be shared with others.

Sentence Structure

	K	1	2	3	4	5	6	7	8
Identifies nouns			I	I	M	R	R	R	R
Identifies verbs			I	I	M	R	R	R	R
Identifies pronouns			I	I	I	I	I	M	R
Identifies subject and predicate				I	I	I	M	R	R
Identifies conjunctions				I	I	I	M	R	R
Identifies adjectives					I	I	I	I	M
Identifies adverbs					I	I	I	I	M
Identifies verb tense			I	I	I	I	I	I	M
Identifies prepositions							I	I	M

Usage

Uses "a", "an", and "some" correctly	I	I	I	I	I	I	M	R	R
Writes plural forms of singular nouns		I	I	I	I	I	M	R	R
Uses possessive pronouns in a sentence		I	I	I	I	I	M	R	R
Uses homonyms			I	I	I	I	I	I	M
Uses synonyms			I	I	I	I	I	I	M
Uses antonyms			I	I	I	I	I	I	M
Selects verb forms that agree with subject			I	I	I	I	I	I	M
Uses pronouns with correct gender			I	I	I	I	I	I	M

Punctuation

Uses periods correctly	I	I	M	R	R	R	R	R	R
Uses commas to separate members in a series		I	I	I	M	R	R	R	R
Uses commas to separate dates, and cities and states				I	I	M	R	R	R
Uses question marks and exclamation marks			I	I	M	R	R	R	R
Punctuates abbreviation				I	I	I	I	M	R
Uses commas to separate direct address and "yes" and "no" statements				I	I	I	I	M	R
Uses apostrophes to construct possessives				I	I	I	I	M	R
Uses apostrophes to form contractions	I	I	I	I	M	R	R	R	R
Uses quotation marks with spoken words			I	I	I	I	I	M	R

Capitalization

Capitalizes the first word of a sentence	I	I	M	R	R	R	R	R	R
Capitalizes proper nouns	I	I	M	R	R	R	R	R	R
Capitalizes titles			I	I	I	I	I	M	R

Penmanship

Makes basic strokes for manuscript penmanship	I	M	R	R	R	R	R	R	R
Demonstrates basic writing position	I	M	R	R	R	R	R	R	R
Writes upper and lower case manuscript letters		I	M	R	R	R	R	R	R
Writes numerals legibly	I	I	M	R	R	R	R	R	R
Demonstrates proper spacing, letter size, and margins for manuscript		I	I	M	R	R	R	R	R
Makes basic strokes for cursive letters				I	M	R	R	R	R
Writes upper and lower case cursive letters				I	M	R	R	R	R
Demonstrates proper spacing, letter size, and margins for cursive				I	I	M	R	R	R

Composition

Writes a simple sentence	I	I	M	R	R	R	R	R	R	R
Addresses an envelope			I	M	R	R	R	R	R	R
Writes a friendly letter			I	M	R	R	R	R	R	R
Constructs a paragraph			I	M	R	R	R	R	R	R
Constructs compound sentences			I	M	R	R	R	R	R	R
Copies short selections	I	I	M	R	R	R	R	R	R	R
Completes application blanks			I	M	R	R	R	R	R	R
Writes a business letter			I	M	R	R	R	R	R	R
Writes an original half-page composition			I	M	R	R	R	R	R	R
Proofreads	I	I	I	I	I	I	I	I	I	I
Outlines			I	I	I	I	I	I	I	I

Key: I - indicates introduction of concept or
indicates concept is being taught,
but mastery is still in progress.

M - indicates mastery of the concept of
70% proficiency.

R - indicates reinforcement and refinement
of the mastered objective.

W1-01-PEN	Uses basis strokes for manuscript penmanship
W1-02-PEN	Demonstrates basic writing position
W2-01-PEN	Writes upper and lower case manuscript letters
W3-01-P	Uses periods correctly
W3-02-C	Capitalizes the first word in a sentence
W3-03-C	Capitalizes proper nouns
W3-04-PEN	Demonstrates proper spacing, letter size, and margins for manuscript
W3-05-CO	Writes a simple sentence
W3-06-CO	Copies short selections
W4-01-SS	Identifies nouns
W4-02-SS	Identifies verbs
W4-03-P	Uses apostrophes to form contractions
W4-04-P	Uses question marks and exclamation marks
W4-05-PEN	Makes basic strokes for cursive letters
W4-06-PEN	Writes upper and lower case cursive letters
W4-07-CO	Addresses an envelope
W4-08-CQ	Writes a friendly letter
W5-01-P	Uses commas to separate members in a series
W5-02-P	Uses commas to separate dates and cities and states
W5-03-PEN	Demonstrates proper spacing, letter size, and margins for cursive
W6-01-SS	Identifies subject and predicate
W6-02-SS	Identifies conjunctions
W6-03-U	Uses "a", "an", and "some" correctly
W6-04-U	Writes plural forms of singular nouns
W6-05-U	Uses possessive pronouns in a sentence
W6-06-CO	Constructs a paragraph
W7-01-SS	Identifies pronouns
W7-02-P	Punctuates abbreviations
W7-03-C	Capitalizes titles
W7-04-CO	Construct a compound sentence
W7-05-P	Uses commas to separate direct address and "yes" and "no" statements
W7-06-P	Uses apostrophes to construct possessives
W8-01-SS	Identifies adjectives
W8-02-SS	Identifies adverbs
W8-03-SS	Identifies verb tense
W8-04-SS	Identifies prepositions
W8-05-U	Uses homonyms
W8-06-U	Uses synonyms
W8-07-U	Uses antonyms
W8-08-U	Selects verb forms that agree with the subject
W8-09-U	Uses pronouns with correct gender
W8-10-P	Uses quotation marks with spoken words
W8-11-CO	Completes application blanks
W8-12-CO	Writes a business letter
W8-13-CO	Writes an original half-page composition
W8-14-CO	Proofreads
W8-15-CO	Outlines

Objective Number W1-01-PEN Subject Writing Area Penmanship Level 1

Objective Statement: The student will demonstrate the basic writing position.

Teaching Approaches/Activities:

Basic Writing Position

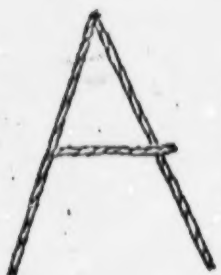
1. Good Posture
 - a. sit tall
 - b. both feet on floor
 - c. arms relaxed
2. Paper Position
 - right-handed - a. at a slant for both manuscript and cursive (slant of paper approximately parallel the writing arm).
 - left-handed - b. at a slant for both manuscript and cursive (approximately 2 O'clock position).
3. Pencil position
 - a. between thumb and index finger.
 - b. approximately one inch above pencil point.

Sample Items:

Teacher observation.

Objective Statement: Given a model of all upper and lower case manuscript letters, the student will correctly make the basic strokes that form each letter.

Teaching Approaches/Activities:



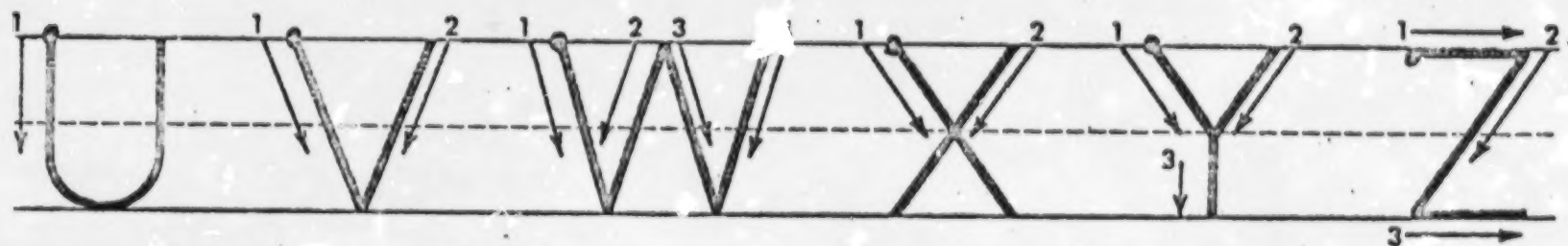
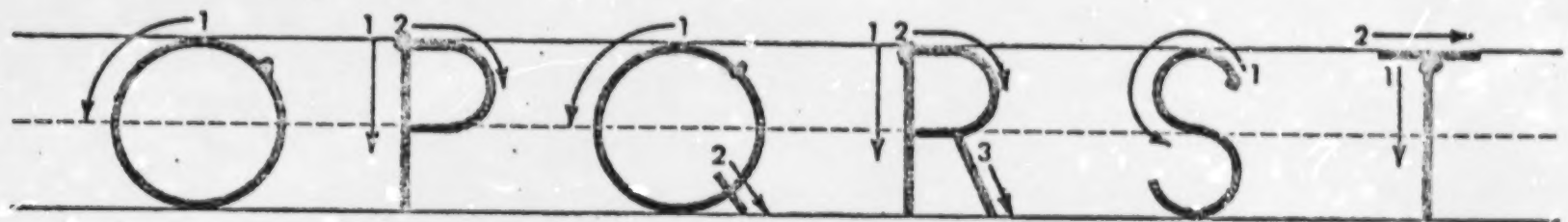
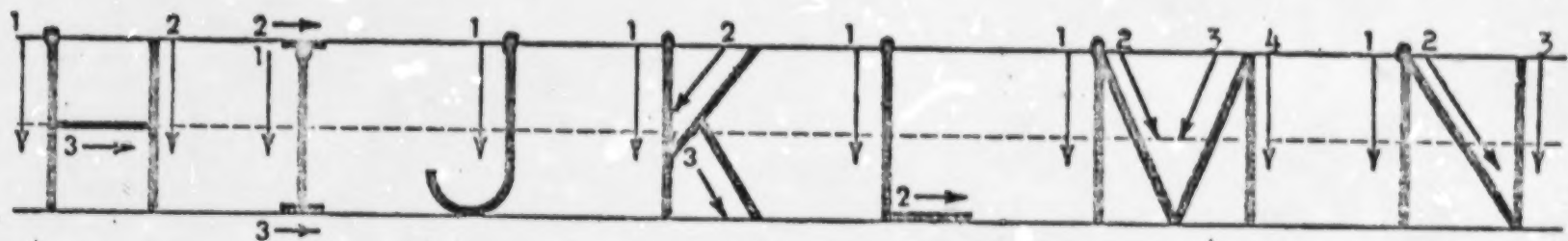
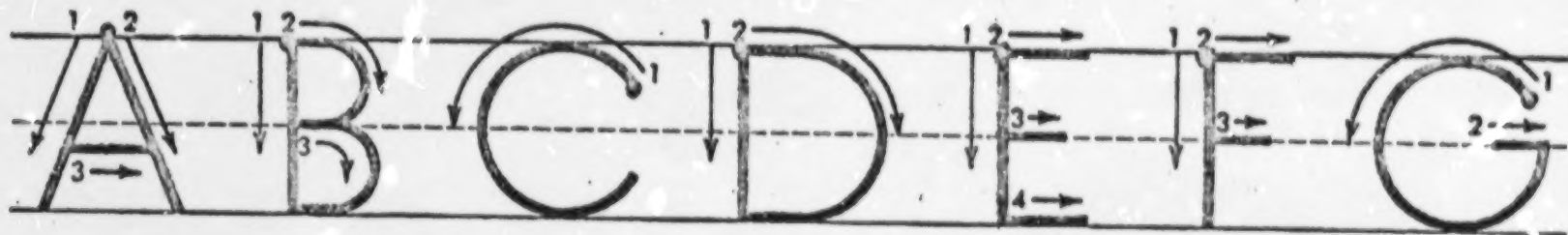
String is the thing for this alphabet fling! For each letter cut as many pieces of string as it takes strokes to print the letter. For example, A requires two long pieces and one short piece of string. Give each child the precut string letters in plastic sandwich bags to work on a carpet square, to which string adheres well.

In addition to seeing, feeling, and making each letter, the children become aware of positional terms, such as top, bottom, middle, straight, together, slant, apart, left, right. The string bags can be sent home for additional drill.

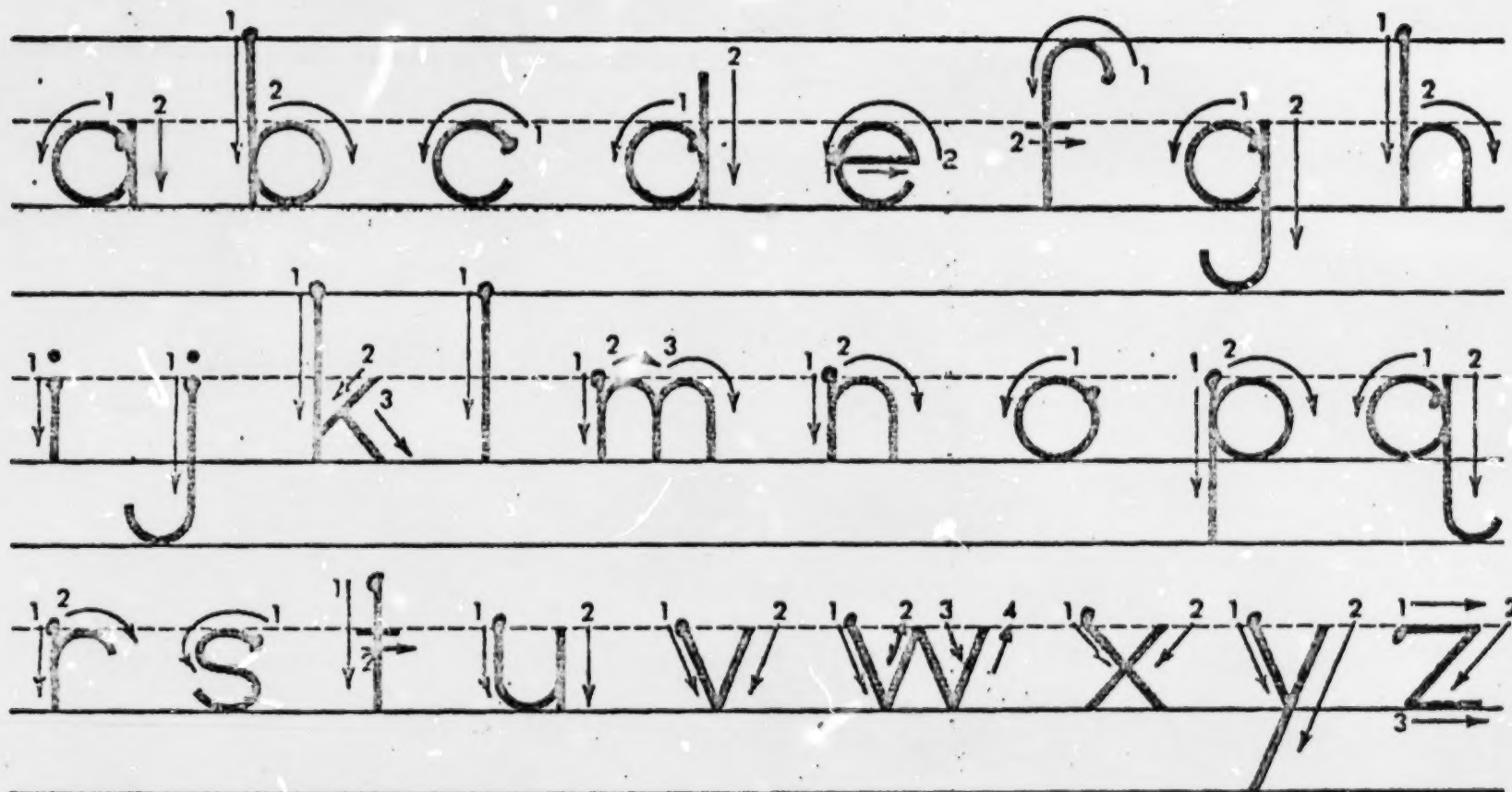
2. Letter reinforcement. Use a felt-tip pen to write on cardboard a large model of a manuscript letter, including directional arrows and beginning dot. Cover the cardboard with clear acetate, or laminate it. Children may trace the letters using crayons.

Sample Items:

See attachments.



W1-02-PEN



Objective Number W2-01-PEN Subject Writing Area Penmanship Level 2

Objective Statement: Given orally the upper and lower case letters of the alphabet, the student will correctly write the letters in manuscript form.

Teaching Approaches/Activities:

MAKING A DICTIONARY. Children can use the letter cards made for Lesson 1 to develop a class dictionary. For each letter have pupils make a picture of an object or animal whose name begins with that letter. Each picture should be labeled and the beginning letter underlined. The pictures and letters can be bound together as a book or displayed on a bulletin board.

Sample Items:

I am going to say the names of some letters of the alphabet. Write the capital for:

(C E P I O W B L)

Write the lower case letters for:

(d f o j p x c m)

Objective Number W3-01-C Subject Writing Area Punctuation Level 3

Objective Statement: Given a group of unpunctuated sentences, the student will correctly place a period where needed.

Teaching Approaches/Activities:

Given a topic such as favorite foods, pets, forthcoming holidays, sports, and so forth, and ask the children to write four sentences about it.

Give children pictures on which to base oral or written stories. Stress the use of good sentences.

Bring in some peanut butter and jelly. Make sandwiches with the students. Let them try to write directions for someone else. Stress good sentences.

Sample Items:

Use periods where they belong.

My mother and I went to the store We bought some
flour and eggs We went home to our hogan My father
was home My mother and I made him some coffee and
fried bread

Objective Statement: Given a group of sentences without capitalization of the first word, the student will correctly capitalize the first letter of each sentence.

Teaching Approaches/Activities:

Have students cut out headlines in newspapers or magazines. Have them cut each letter away from the title. Have them place the individual letters into small boxes by letter. (all A's in the A box)

Ask students to write sentences with spelling words, etc. Every time the student needs to use a capital letter, have him paste one of the cut out capitals on the page.

Sample Items:

Use capital letters where they belong.

yesterday I saw a clown. the clown had a funny face. he could do lots of tricks. his name was pogo. do you like clowns?

Objective Number W3-03-C Subject Writing Area Capital-ization Level 3

Objective Statement: Given a series of sentences with uncapitalized proper nouns and the pronoun "I", the student will correctly capitalize the sentences as needed.

Teaching Approaches/Activities:

Duplicate a blank calendar page for the school month. Have students fill in the name of the month and the days of the week and number each square. Let them fill in the names of any special days or holidays. If there are any students with birthdays during the month, have them write those names in the appropriate square. You may wish to do a calendar page each month for reinforcement.

Sample Items:

Write these nouns. Begin the proper names with capital letters.

alice _____	peter _____
man _____	continent _____
monday _____	ganado _____
january _____	state _____
city _____	woman _____
england _____	arizona _____
alaska _____	day _____
america _____	country _____

Objective Number W3-04-PEN Subject Writing Area Pennmanship Level 3

Objective Statement: Given a sentence to copy in manuscript form, the student will write it with proper spacing, letter size, and margins,

Teaching Approaches/Activities:

Have pupils choose a letter, make up a person's name that begins with that letter, and then use only words that begin with the same letter in a sentence about the person. Provide the following examples to stimulate pupil's thinking:

Bobby Butter bought beautiful butterflies.
Fuzzy Fox found four flowers.

For pupils having difficulties with spelling, you might scramble some alliterative sentences and have pupils re-write them in the correct order.

Sample Items:

Copy this sentence on the lines below. Use your best manuscript writing.

The quick gray fox jumped over the lazy dog.

Objective Statement: Given a noun and verb, the student will write a simple sentence.

Teaching Approaches/Activities:

SUSPENDED SENTENCES:

Making "sentence mobiles" helps your students practice identifying subjects and predicates. Each child will need a wire coat hanger, two long strips of oaktag about 10 centimeters (4 inches) wide and the length of the hanger, scissors, a felt-tip pen and some string.

Ask the students to write a simple declarative sentence on one side of one piece of oaktag and then divide the sentence into subject and predicate with a slash. After you have checked that the sentences are separated correctly, have the children cut the other strip in two and write "subject" on both sides of one half and "predicate" on both sides of the other. Next have them draw or cut out pictures that illustrate each of the sentence sections.

Finally have the students use string to suspend the "subject" card from the subject of the sentence, the "predicate" card beneath the predicate and the pictures from the appropriate cards. The children complete their mobiles by tying the strips on which the sentences are written to the hangers. When the mobiles are hung in the classroom as decorations, your students can analyze sentences by reading each other's.

Sample Items:

Look at the words at the left of each line. Use those words to make a sentence.

men, took 1. _____

boy, run 2. _____

ball, play 3. _____

sing, people 4. _____

Objective Number W3-06-CO Subject Writing Area Composition Level 3

Objective Statement: Given a task of copying a selection, the student will correctly copy the selection with no more than two errors in 10 words or math problems.

Teaching Approaches/Activities:

Students copy from blackboard everyday but few copy well. Try having students copy geometric designs or number puzzles as students won't see this as an assignment.

Word searches are also good methods of building visual memory.

Sample Items:

Copy the following paragraph.

The Stone Frog

The great stone frog doorstep
watched my passing legs
with sinister eyes. The hop
that never came dared
me to pass, I was twelve
before I knew it never cared.

Objective Statement: Given a sentence, the student will identify the nouns.

Teaching Approaches/Activities;

NOUN HUNT:

Here's a colorful way to help younger students understand what nouns are. Buy a few inexpensive coloring books, tear out a page for each child and have the children crayon their pictures. After explaining what kinds of words are nouns, ask the students to find the persons, places or objects depicted in their scenes.

Next, provide the children with sheets of oaktag somewhat larger than the pages, felt-tip pens, glue and index cards. Have them mount their pictures and draw arrows from each of the items they've found to the edges of the oaktag. Then ask the students to write the noun for each object on a separate card.

When the children are finished, have them trade pictures and cards, asking them to place each card next to the appropriate arrow. Check to see that all items are correctly identified by the noun cards.

Sample Items:

Underline the nouns.

1. The baby is on the bed.
2. A dog came to the door.
3. Where is my hat?
4. My little brother likes to read books.
5. Fish can swim.

Objective Statement: Given a sentence, the student will identify the verbs.

Teaching Approaches/Activities:

VERBS:

Explain that verbs are words that express action. Then cut about 30 same-size slips of paper and write a different verb on each one. Place the papers in a box and pass the box around so that each student can pick out a word. Then call on the children individually and ask them to perform the action of their verbs while the rest of the class tries to guess the word.

Cut out action photographs from magazines or newspapers. As you hold them up, ask the children to name the verb for the action illustrated in each picture.

Have the students write down all the things they are able to do, such as "ride a bicycle" and "bake a pie." As they read their lists aloud, emphasize that verbs are words for things that "can be done."

Sample Items:

Underline the verbs.

1. A boy walked up the steps.
2. The old bird sat in the tree.
3. A lion is in the den.
4. My cat jumped into the box.
5. Jim was running in the halls.

Objective Statement: Given two words that can be made into a contraction, the student will correctly use an apostrophe to form the contraction.

Teaching Approaches/Activities:

CONTRACTIONS CROSSOVER

Recognizing contractions and associating them with the words they come from is just part of this activity. The other part is the scramble to switch chairs quickly that makes it into a game.

Children's chairs are placed in a circle for this one. All children get a chair but one, who goes to the center of the circle. Materials for the game are word cards -- some with contractions, some with the two words from which a particular contraction is drawn. (Be sure that for all contractions included there's a corresponding card showing the words that contraction represents.)

Each seated player gets a word card. Children take note of what's on their cards and then hold the cards in front of them. The teacher calls out a contraction of word pair. The child with the appropriate contraction must quickly change places with the child holding the two-word combination while the person in the center tries to get one of the chairs. The child left without a chair then gets to be the center. After three or four plays, have children pass cards to the left to get new cards.

If cards are held so that everyone can see them, children can orient themselves to their "partners" -- familiarizing themselves with the coordinating word-pair combinations and contractions -- and allowing a faster game. Seeing the word cards all around also provides excellent reinforcement.

Sample Items:

In the space provided, write the contraction for each of the following.

does not	_____	they have	_____
should not	_____	they are	_____
I have	_____	do not	_____
we will	_____	will not	_____
let us	_____	I will	_____
you are	_____	I would	_____

Objective Statement: Given a group of unpunctuated sentences, the student will correctly put question marks, and exclamation points where needed.

Teaching Approaches/Activities:

Provide each child with a strip of paper long enough for writing a sentence. Have one child write a question on one side of the paper. Have another child write some kind of answer on the back of the paper. (He or she does not read the question at this point.)

This done, the strip is given to a third individual who read the question and the answer on the strip. (The intention is to get some funny responses to each question.)

(You may use a modified system for this activity by having one group of children read each of their questions while the other group answers each one in turn. Then reverse the situation.)

If strips are exchanged before reading, children can check to see if others used proper punctuation and capitalization.

Sample Items:

Place the correct punctuation mark at the end of each of the following sentences.

1. Would you like some chocolate ice cream
2. The house is on fire
3. put it down this minute
4. Did you see the birds
5. Would you like to come in and play for a while
6. Stop fighting right now

Objective Number W4-05-PEN Subject Writing Area Penmanship Level 4

Objective Statement: Given a model of all upper and lower case cursive letters, the student will correctly make the basic strokes for each letter.

Teaching Approaches/Activities:

Provide each student or group of students with a large piece of cardboard. Have students write lightly the cursive alphabet. Next, have them spread glue on the written letters. Lastly, they may pour sand onto the glue or place buttons, seeds, etc. onto the glue. When projects are dry, students have a 3 dimensional alphabet chart to display.

Sample Items:

See attachments.

Objective Number W4-06-PEN Subject Writing Area Penmanship Level 4

Objective Statement: Given orally the upper and lower letters of the alphabet, the student will correctly write the letters in cursive form.

Teaching Approaches/Activities:

Alphabetical fun. On a worksheet, list the following:

- Write a sentence that contains all twenty-six letters of the alphabet.
 - Write a sentence which contains twenty-six words that each begin with a different letter of the alphabet.
 - Write the names of twenty-six foods that each begin with a different letter of the alphabet.
 - Write the names of twenty-six animals that each begin with a different letter of the alphabet.
 - Describe yourself by choosing twenty-six words that each begin with a different letter of the alphabet.
- Have pupils choose and complete one activity.

Sample Items:

I am going to say the names of some of the letters of the alphabet. Write the capital letters in cursive for:

(B R L J X F D H)

Write the lower case cursive letters for:

(c s m k y g e i)

Objective Number WL-07-00 Subject Writing Area Composition Level 4

Objective Statement: Given an envelope and a mailing address, the student will correctly address an envelope with a mailing and a return address.

Teaching Approaches/Activities:

To find out more about how the post office handles our mail, as well as about the jobs available there, you might arrange for your class to visit your local post office.

Sample Items:

Address this envelope to: John S. Begay
P.O. Box 8350
Ganado, Arizona 86505

Remember to include your return address!



Objective Statement: Given the name of a friend, the student will write her/him a letter using a correct friendly letter format.

Teaching Approaches/Activities:

1. Have students write a letter between two characters in a story that the class has just read or is currently reading. This could also be used as a book report to check student comprehension.
2. To combine creative writing with letter writing, you might have students try writing friendly letters from one nonliving thing to another related thing. Here are some possible greetings and closings to get students started:

Dear Football,
Dear Rain,
Dear Sharpener,
Dear Sandwich,

Achingly, Toe
Gratefully yours, Lawn
Dully yours, Pencil
Hunggrily yours, Stomach

Sample Items:

Write a letter to a friend.

Teacher checklist

heading _____

greeting _____

body _____

closing _____

signature _____

Objective Number W5-01-P Subject Writing Area Punctuation Level 5

Objective Statement: Given sentences containing words in series, the student will correctly separate members of the series with commas.

Teaching Approaches/Activities:

Prepare writing tasks for students in which they must respond by using 3 or more words in a sequence.

Example: Three things I like to do are _____
and _____.

Stress that they must use commas.

Sample Items:

Put commas where they belong in these sentences:

1. To make fudge creamy, Mother adds syrup to the sugar cocoa and milk.
2. Make my ice cream cone vanilla coffee peach or strawberry.

Objective Number W5-02-P Subject Writing Area Punctuation Level 5

Objective Statement: Given dates and/or cities and states that require the use of commas, the student will correctly punctuate them.

Teaching Approaches/Activities:

INTEREST CENTER

1. Construct task cards that require the use of commas in given dates and/or cities and states.
2. Have students go through newspaper and magazines to find and display commas usage.
3. Prepare dittoed work for comma practice.

Sample Items:

Put in commas where they are needed.

1. The play opened on Saturday October 3 1978.
2. My grandmother from Ganado Arizona was born on February 9 1922.
3. The first men landed in Gallup New Mexico on Wednesday December 12 1918.

Objective Statement: Given a sentence to copy, the student will write it with proper spacing, letter size, and margins.

Teaching Approaches/Activities:

WRITE ON!

(PENMANSHIP)

Take the monotony out of handwriting practice for primary students by letting them move from desk to desk as they copy sentences. Make up one simple sentence for every child in the class and write each on a separate index card. Try to vary the capital letters that begin each sentence.

Then tape an index card to the upper left-hand corner of each child's desk and a large sheet of lined writing paper to the center. To begin, have the students copy their sentences on the tops of the papers. Ask them to put down their pencils when they are finished.

Then call out "write on" and ask the children to move to the desk behind them. (The last child in each row goes to the first desk in the next row.) Now the students are to copy the sentence taped to the desk they've moved to. When everyone is done, say "write on" again and have the students change desks. Continue until the children have copied all the sentences.

Sample Items:

Copy this sentence on the lines below. Use your best cursive writing:

I like to go to rodeos and watch cowboys ride.

Objective Number W6-Q1-SS Subject Writing Area Sentence Structure Level 6

Objective Statement: Given a sentence, the student will identify the subject and the predicate.

Teaching Approaches/Activities:

LANGUAGE CENTER TASK CARDS:

Put construction-paper cards with sentence parts in the slot under the subject or predicate heading.

Use the newspaper or a magazine to find nouns and verbs. Cut and paste to construction paper under the proper heading.

On a card containing a subject, write words to make a complete sentence. Then label the parts as subject or predicate.

SUBJECT

PREDICATE

JOHN

RAN HOME

Sample Items:

Underline the subject and put a circle around the predicate of each sentence.

1. The bear ate some honey.
2. Three birds were singing.
3. Eddie likes baseball.
4. Planes can fly high.
5. The girls can tell good jokes.

Objective Statement: Given a sentence, the student will identify the conjunctions.

Teaching Approaches/Activities:

CREATIVE CLASSROOM

Grammatical Dominoes
(Language Arts)

Adapt the popular game of dominoes to help students recognize the different parts of speech. Make 35 or more "dominoes" out of index cards. Divide each card in half and write a different word in one section of each domino. On the other half of each domino, write the name of a part of speech, making sure that it does not classify the word on that card. Some of the cards should be "doubles," with the name of the same part of speech written on both halves. If you use all eight parts of speech in the game, there should be eight doubles cards.

Play the game as you would play dominoes, trying to match words with the corresponding parts of speech. Give each student seven cards. The first player puts down one card. Then each person in turn tries to match a card with either end of the "domino" already on the table. If a player is unable to match a word with the part of speech that describes it, he or she draws cards from the stack until a match can be made. The first player to put down all of the cards in his or her hand is the winner.

The game may be adapted to teach older students word usage in sentences. Instead of writing a word on one section of each card, substitute a complete sentence in which one word is underlined. The students must match that word with the appropriate part of speech, according to how it is used in the sentence.

Sample Items:

Underline each conjunction in these sentences:

1. John and Bill are going to the trading post.
2. Sue and Sally will come by for me.
3. Are you and Betty going swimming this Saturday?
4. Bob always whistles and sings at his work.
5. Don or I must go to the store.

Objective Number W3-94-U Subject Writing Area Usage Level 6

Objective Statement: Given a group of singular nouns, the student will write the correct plural forms.

Teaching Approaches/Activities:

To start this activity, choose five students. Give each child one of these topics:

items in a library
items in an art classroom
items in an office
items in the gym
items in the kitchen

Have these students make lists of the words that would fit into their categories. When finished, each child reads his or her list aloud slowly. The rest of the students listen and write the plural forms of the nouns they hear on a piece of paper. This activity will help students become familiar with more plural forms of nouns.

Sample Items:

Directions: Write the plural for each of the following singular nouns.

child _____	watch _____	knife _____
baby _____	tree _____	foot _____
glass _____	mouse _____	
calf _____	candy _____	

Objective Number 76-03-U Subject Writing Area Usage Level 6

Objective Statement: Given a group of nouns, the student will use the articles "a", "an", and "some" correctly.

Teaching Approaches/Activities:

1. Let the child play "I Have a Pet." One child describes a pet and the others ask, "Is it a dog?" "Is it an alligator?" They may describe animals which are not commonly kept as pets to add interest.
2. Prepare for each pupil a 3 x 5 card with the word a written in red on one side and the word an written in black on the other side. You will give oral sentences from which these words have been omitted. The children will hold up the card showing the proper side and you can tell at a glance which children need further instruction in the use of a and an.

Sample Items:

Directions: Look at each word(s). Use "a", "an", or "some" before each word(s).

_____ ball

_____ apples

_____ eggs

_____ dog

_____ outdoor toy

_____ ride

_____ accident

_____ old gloves

_____ bikes

_____ umbrella

Objective Number 16-05-U Subject Writing Area Usage Level 6

Objective Statement: Given a group of possessive pronouns, the student will correctly use them in sentences.

Teaching Approaches/Activities:

TICK TACK TOE

SKILL: plurals and possessives

PLAYERS: Two to six

OBJECT: To get three X's or three O's in a row

MATERIALS: X's, O's, playing board, cards and answer key

RULES:

In turn, each player takes a card from the top of the deck. If the card is lettered in red, try to spell the word's plural form. If the card is lettered in black, try to spell the possessive form. If you get it right, place your sign (X or O) on the board in any vacant space. If you miss, return the card to the bottom of the deck; the next person takes a turn. The answer may be accepted or challenged. If challenged, the burden of proof is on the challenger; if she or he proves the player's answer is incorrect, the challenger gets the square.

Sample Items:

Use each word in a sentence.

her 1. _____

yours 2. _____

their 3. _____

my 4. _____

mine 5. _____

Objective Statement: Given a topic sentence, the student will correctly construct a paragraph.

Teaching Approaches/Activities:

Who? When? Where? What? On occasion students prefer to write about something apart from themselves. It isn't that they don't want to use their minds, but the mood of the moment rejects the discomfort of emotional involvement. At times like these, the colored cards frequently appeal. The colored cards are a pack containing four subsets, each of a different color. The student is directed to draw blindly one blue "Who?" card, one green "When?" card, one pink "Where?" card and a yellow "What?" card. The challenge is then to compose a sketch or story in which all elements appear. For example, "Who?" might be a card saying "The President" or "A Bull Rider", "When?" could be "last year" or "Between Gallup and Ganado," and "What?" might read "A rodeo" or "Stuck in the mud."

Sample Items:

Read the sentences below. Choose one sentence and on a piece of paper write a paragraph about that sentence.

1. One night we were driving down the road when suddenly we saw a cow in the road.
2. Last year I went to the Ganado Rodeo.
3. This winter the snow was very deep.

Sentence

Objective Number W7-01-SS Subject Writing Area Structure Level 7

Objective Statement: Given a sentence, the student will identify the pronouns.

Teaching Approaches/Activities:

PRONOUN APPRECIATION

Little do we realize the importance of some of the little words -- he, she, it, etc. The following activity (from Finding Out About Language, teacher's edition, New Dimensions in Language series, McCormick-Mathers Publishing Co.) will help drive home an appreciation for pronouns.

Have pupils listen as you read:

Randy wanted an ice-cream pop; so Randy went to the store to buy an ice-cream pop. Randy planned to wait until Randy got home to eat the pop. By the time Randy did get home, Randy had eaten the pop. Otherwise the pop would have melted.

Even without your telling them, students should be able to recognize that the paragraph is void of pronouns. Ask them to rewrite the paragraph, substituting pronouns where needed.

For a related activity, assign students to write another pronounless paragraph similar to the preceding one. Ask them to exchange paragraphs for revision, using personal pronouns where needed. Discuss several of the revisions in class.

Sample Items:

Underline the pronouns.

1. It was I who brought the letter.
2. He and I are friends.
3. She and I belong to the same club.
4. Leo, do you have my ticket?
5. May I go with you?

Objective Number W7-02-P Subject Writing Area Punctuation Level 7

Objective Statement: Given a group of words, some of which are abbreviations, the student will correctly punctuate all abbreviations.

Teaching Approaches/Activities:

Here is way for students to learn more about abbreviations. Have them make up abbreviations for their own names. These shouldn't be simply initials. For example, Robert Bianco might use an abbreviation such as Robt. Bnco. Have each student write the abbreviation on a slip of paper; then place the slips all in a container. Let students draw out slips and try to guess whose name they have drawn.

Sample Items:

Write these correctly:

1. Mrs Randall N Keyes
2. Mr D K Graham
3. Rev John P Kellar
4. Dr Milford J Bradley M D

Objective Statement: Given a group of sentences, the student will correctly capitalize all titles (Titles of books, shows, poems, movies, songs or titles of particular positions.)

Teaching Approaches/Activities:

Mention to your class that you have a good friend who loves to write letters. Suggest that the class start a correspondence with your friend by sending a class letter or some individual ones.

Healthy suspicions that Ralph isn't real can probably be confirmed by giving Ralph an outrageous address, but if not, be sure to get everyone in on the fantasy before things get under way so that the class can have the fun of pretending together.

After a reasonable interval, provide Ralph's reply. And when the note is opened . . . what a surprise! Your friend uses no punctuation and only a sprinkling of capital letters. How is anybody expected to read anything like that?

The class could help your friend with these problems--tactfully, of course -- as they carry on the correspondence. Ralph or Ruby will be gracious in accepting their help (quick to learn too).

Letters from your friend could arrive every couple of weeks, to be duplicated and passed out for all to read, enjoy -- and correct. The following day, responses can be composed.

Help students include sentences illustrating correct application of rules that your friend is having trouble with. In this way they can help by providing a good model.

As the year goes on, Ralph's expertise will grow, though he may regress a bit occasionally. The culmination of the correspondence will be a perfect letter from Ralph -- due cause for celebration and a day's vacation from language arts.

Sample Items:

Use capital letters where needed.

1. The colorado river flows through the grand canyon.
2. We have visited disneyland and seen the pacific ocean.
3. lake michigan is one of the great lakes.
4. My favorite shows are "the three musketeers" and "abc wide world of sports."

Objective Statement: Given two simple sentences, the student will construct a compound sentence.

Teaching Approaches/Activities:

COMPOUND CAKE

A deliciously simple way to practice forming compound sentences is described in Hands On Approach to Grammar, Spelling, and Handwriting (Kendall/Hunt).

For this activity you need a 9-by-13-inch tin-foil cake pan (or a box approximately that size covered with aluminum foil); two pieces of brown oaktag, approximately 8-by-12 inches; two pieces of white oaktag, approximately 8-by-12 inches; felt-tipped pens and scissors.

Write ten compound sentences, such as the following, across the width of each piece of oaktag: "Dave ate four pancakes for breakfast, and Charlie ate nine!" "Would you like a piece of pie, or would you prefer cake?" "My brother is seven, and my sister is eleven." "I called Janet twice, but she wasn't home." Space the sentences as evenly as possible down the length of the oaktag. Cut each sentence into an irregularly shaped strip; then cut each strip into two parts at the break in the compound sentence.

Students bake the compound cake by starting with the "chocolate" pieces, that is, the sentences written on brown oaktag. They must arrange the pieces to make a layer of compound sentences that fit together at the bottom of the 9-by-13-inch cake pan (see above illustration). They do the same with the "vanilla," or white, pieces on top of the first layer to make a layer of frosting.

Use the remaining "chocolate" pieces to make the second cake layer and the remaining "vanilla" pieces to make the top layer of frosting.

When all four layers of cake and frosting are in place, the cake is complete. Extra layers of both cake and frosting can be added. Or the cake baking can become a game in which two players receive identical sets of cake pieces and they race to see who can complete their cake first.

Sample Items:

Read each sentence below. Make a compound sentence from the two small sentences.

1. I am short. My sister is tall 1. _____
2. You may win. You may lose 2. _____
3. Charles hoped for a watch. He got a ring. 3. _____

Objective Number ME-05-E Subject Writing Area Punctuation Level 2

Objective Statement: Given statements beginning with "yes"/"no" and direct address, the student will correctly use commas where appropriate.

Teaching Approaches/Activities:

Ask students to work in pairs. Have each one write a yes/no questions for the other, using the other's name. ("Maria, are you going to the party?") Then they can trade papers and answer each other's questions in complete sentences. ("Yes, I am going to the party.")

Write the following pairs of sentences on the chalkboard without commas. Ask students to tell which one in each pair needs a comma.

1. Jane, you may sit over here.
Jane may sit over here.
2. Please pass the salt to Bob.
Please pass the salt, Bob.
3. No one thinks hens lay square eggs.
No, my hen doesn't lay square eggs.

Sample Items:

Add commas where they are needed in the following sentences.

1. Yes I telephoned you Saturday.
2. No one answered the phone, though.
3. No I didn't call again.
4. John what time will you be back?
5. No no one lives there now.
6. No family has lived there for years.
7. Yes I'll bring the lemonade.
8. Joe do you own a bicycle?

Objective Number 37-91-1 Subject Writing Area Punctuation Level 7

Objective Statement: Given a group of words, the student will correctly use an apostrophe to construct a possessive form

Teaching Approaches/Activities:

BULLETIN BOARD

Have students go through old magazines. Encourage them to find sentences or phrases that use possessive nouns. As they do, have them paste their work on strips of construction paper of various color. As students complete their research, display their work on a bulletin board.

Sample Items:

In each blank, write the possessive form of the noun in parentheses:

- | | | |
|------------|----|---|
| (father) | 1. | My _____ office is in the Gray Building. |
| (girl) | 2. | That _____ aunt is a famous actress. |
| (children) | 3. | The _____ zoo has baby animals you can pet. |
| (Sheep) | 4. | _____ fat has many uses. |
| (James) | 5. | Let's play at _____ house today. |
| (Men) | 6. | _____ clothing is on the third floor. |
| (monkeys) | 7. | We thought the _____ behavior was very funny. |

Objective Statement: Given a sentence, the student will identify the adjective.

Teaching Approaches/Activities:

ADJECTIVES:

After the children understand that adjectives are descriptive words, divide them into small groups and give each one an object, such as a piece of chalk or a ruler. Ask the children to make group lists of all the adjectives that might be used to describe the objects.

Have the students make up "What am I?" riddles using adjectives to describe common objects. As each child reads her or his riddle aloud, the rest of the class can guess what the item is.

Ask the children to choose men and women they admire and write paragraphs describing the different qualities of these people. Then have the students underline all the adjectives that they used in their descriptions.

Sample Items:

Underline the adjectives.

1. The tiny kittens were playing.
2. A boy was trying to lift the huge rock.
3. Three women were sad.
4. The unhappy man was a clown.
5. He became a printer.

Objective Statement: Given a sentence, the student will identify the adverbs.

Teaching Approaches/Activities:

Students might enjoy acting out an adverb. Choose two students to leave the room. Have them decide upon a one-word adverb (such as slowly, aimlessly, or ferociously) and then reenter the room. At this point, the class must try to guess the adverb that the two have chosen. To do so, members of the class might say: "Walk to the chalkboard in the style of your adverb." This means that the two children perform the action and act out the adverb at the same time. Children in the class try to guess the adverb. The child who does so correctly gets a chance to choose a partner and decide upon a different adverb.

Sample Items:

1. Yesterday the farmer fed his cattle.
2. Slowly and sadly they walked to the locker room.
3. She's sitting on the roof.
4. The boys left an hour ago.
5. She can sing sweetly.

Sentence

Objective Number WP-03-55 Subject Writing Area Structure Level 8

Objective Statement: Given a sentence, the student will identify the tense of the verbs as present, past or future.

Teaching Approaches/Activities:

As a review activity, have each student divide a piece of paper into two columns headed "Present Tense" and "Past Tense." Then have each student take out a favorite book and randomly open it. Students should read the page and list in the appropriate columns the verbs they find. If time allows, students might make a further division and separate the simple verbs from the expanded ones.

Sample Items:

Directions: Read each sentence to yourself. Circle the tense of the verb.

- | | | | |
|--|------|---------|--------|
| 1. They saw the man who was walking. | Past | Present | Future |
| 2. I will come to your house tomorrow. | Past | Present | Future |
| 3. Joe plays with Tom everyday. | Past | Present | Future |
| 4. Did you see that? | Past | Present | Future |
| 5. The boys will run home. | Past | Present | Future |
| 6. Seven ducks flew this morning. | Past | Present | Future |
| 7. John is playing basketball now. | Past | Present | Future |
| 8. He drank the milk in 2 minutes. | Past | Present | Future |

Objective Statement: Given a sentence, the student will identify the prepositions.

Teaching Approaches/Activities:

PREPOSITION-PROPOSITION

Try putting up a bulletin board of commonly used prepositions -- 50 or so, from about, above and across to with, within and without. Include some examples of prepositional phrases. Kids can create more, using the prepositions from the list. You might even come up with several games and activities to help kids become really familiar with these words and the way they function in sentences.

Have kids then try finding preposition list as a guide and reference, but later locating the phrases without the help of the list.

Once students become comfortable with prepositions, try introducing subject and verb identification. Use sentences from which you will first remove the prepositional phrases, working together. The problem of which noun is the subject will be lessened as the nouns in prepositional phrases are discounted.

Sometimes it makes sense to teach what something is by showing what it isn't.

Sample Items:

Underline the prepositions.

1. The man went into the store.
2. The boy was turning the water off.
3. A dog was among the sheep.
4. There was a cookie in the jar.
5. The robber was between two police cars.
6. He was running from the girls.

Objective Statement: Given a list of homonyms, the student will be able to correctly place them in a sentence.

Teaching Approaches/Activities:

1. This activity is a particularly meaningful homework assignment. Teams of two students find as many pairs of homonyms as they can from many sources. Each valid pair counts one point. Deduct five points from invalid pairs. For the ground rules, a valid pair is a pair of words that are pronounced alike but spelled differently and have different meaning. Identical phonetic re-spellings in the dictionary would determine like pronounciations. A full week should be given for research. A committee screens the papers to determine the winning team.
2. Directions: Use 3x5 cards. On each card write a word that has a homonym. Put the homonym pair on another card.
 1. Deal out cards to players.
 2. 1st player puts down 1 card.
 3. Player who has the homonym plays it. Then he plays a new card.
 4. Player with homonym plays it, etc.
 5. Player who uses all his cards first wins.

Sample Items:

Directions: Choose the correct homonym for each blank.

break	brake	main	mane
sum	some	sore	soar
wait	weight		

1. Mary had a _____ knee from the fall.
2. She tried not to _____ any of the new dishes.
3. The boys will use _____ of their money for a party.
4. Dick is trying to lose some _____.
5. Twenty dollars seemed like a large _____ of money to paul.
6. He stopped the car by putting on the _____.
7. Please _____ for me.
8. The kites will _____ over the valley.
9. Dr. Brown was the _____ speaker at the meeting.
10. The horse was a palomino with a white _____ and tail.

Objective Number WR-06-U Subject Writing Area Usage Level 8

Objective Statement: Given a group of four words of which two are synonyms, the student will correctly identify the synonym pair.

Teaching Approaches/Activities:

The child is given a paragraph containing many tired words. The child is asked to replace the tired words with more descriptive words from their readers or reference books, listing them below the original words. Less able students will need a list to choose from.

EXAMPLES

Tom walked through the woods. He saw a squirrel

strolled
sauntered

spied
noticed

hurrying up a tree.

scrampering
scurrying.

Sample Items:

Directions: In each row there are two words that have the same meaning. Underline the two words that are synonyms.

- | | | | |
|-----------------|-----------|-----------|----------|
| 1. beautiful | glad | lovely | shine |
| 2. difficult | tired | exhausted | worry |
| 3. thankful | welcome | contained | grateful |
| 4. heavy | seize | thin | slim |
| 5. house | church | dwelling | pioneer |
| 6. happiness | joy | worry | lazy |
| 7. capture | wish | fond | desire |
| 8. unhappy | delighted | prove | sad |
| 9. bending | rising | polish | shine |
| 10. frightening | downward | scary | pleased |

Objective Number WB-07-U Subject Writing Area Usage Level 8

Objective Statement: Given a sentence containing at least two antonyms, the student will correctly identify the antonyms.

Teaching Approaches/Activities:

List words that have obvious antonyms and have students think of as many antonyms as they can. The more mature the students' reading skills, the more antonyms they will think of for each word. This may be done orally or as a written exercise.

EXAMPLES

sweet (sour, bitter)	last (first, initial, beginning)
play	late
new	difficult
short	large

Sample Items:

Directions: Underline the antonyms in each sentence.

1. Their whispers could be heard above the shouts of the crowd.
2. Corn was scarce last year but it was plentiful this year.
3. We hoped the meat would be tender but it was really quite tough.
4. They decided to replace their old-fashioned plow with a modern one.
5. I'm sorry your car was damaged, but I'm glad you're not hurt.

Objective Number W3-02-U Subject Writing Area Usage Level 8

Objective Statement: Given a sentence and a choice of 2 verb forms, the student will select the verb form that agrees with the subject.

Teaching Approaches/Activities:

NEWSPAPER HEADLINES

Have students go through newspaper or classroom weekly readers and cut out headlines that show subject and verb agreement. These are good examples because they are usually short. Have students prepare a bulletin board of these headlines and encourage students to make generalizations from these headlines.

Sample Items:

Copy the sentence below, putting in the correct form of the verb.

1. Jennifer (take, takes) flute lessons.
2. My cousins (take, takes) their vacations.
3. Our dog (watch, watches) his food dish.
4. The cats (watch, watches) the dog.
5. Spring (start, starts) this week.
6. I (start, starts) playing baseball.

Objective Number 23-00-II Subject Writing Area Usage Level 8

Objective Statement: Given a sentence with the pronouns missing, the student will insert pronouns with the correct gender.

Teaching Approaches/Activities:

Design flash cards that contain common or proper nouns. On some cards, write singular nouns such as girl, boy, Mrs. Baxter, or O. J. Simpson. On others, write one plural noun, such as men or women, or two singular nouns linked by and, such as Pearl and Benjamin, or a noun and a pronoun, such as my friend and I. Make sure that the words on each card can be replaced by he, she, we or they. Show each card to the children. Have them tell whether they would use he, she, we or they in a sentence about the person or people mentioned.

Sample Items:

Directions: Read each sentence below. Change the underlined word to he, she, it, we or they.

- | | |
|--|----------|
| 1. <u>Bonnie</u> , <u>Chet</u> , and <u>I</u> went horseback riding. | 1. _____ |
| 2. <u>Heley</u> found a key. | 2. _____ |
| 3. <u>The pencil</u> is in my desk. | 3. _____ |
| 4. <u>Mr.</u> and <u>Mrs.</u> <u>Penster</u> built a boat. | 4. _____ |
| 5. <u>Bobby</u> has a bicycle. | 5. _____ |

Objective Number WS-10-P Subject Writing Area Punctuation Level 8

Objective Statement: Given sentences containing spoken words, the student will correctly use quotation marks to enclose those words.

Teaching Approaches/Activities:

EXAMPLE:

CARTOONS

Pass out different sections of the comic page(s) of any newspaper. Let students rewrite what the cartoon character has said.



The baker said, "Only The Best!"

Sample Items:

Directions: The quotation marks have been left out of the following story. Put quotation marks where they are needed.

Mrs. Brown's Mistake

Mrs. Brown is a little old lady who lives in the tiny village of Beaver Falls. Last spring she went to Boston to spend a few days with a friend who had been ill.

When the time came for Mrs. Brown to go home, she said I think I will start early so I can look in the shop windows.

I wish I were well enough to go with you, said her friend. Are you sure you won't get lost or miss your train?

Objective Number WB-11-CO Subject Writing Area Composition Level 8

Objective Statement: Given a blank application, the student will correctly complete the form.

Teaching Approaches/Activities:

CAREER CENTER

Develop a career center in your classroom. Include job descriptions, salaries and job applications. The classified add section of the newspaper is a good place to get real-life job openings. Have students apply for jobs by filling out the job applications. Vary application forms to encourage reading.

Sample Items:

Complete the following form as though you were applying for a job. Remember to write legibly. Use manuscript writing.

Name	First	Middle	Last	
Address	Number	Street	Apartment	
City	State	Zip Code		
Telephone	Area Code	Number		
Date of Birth	Month	Day	Year	Age
Education				
Elementary School				
High School				

Objective Statement: Given the name and address of a business and a topic, the student will write them a letter using the correct business format.

Teaching Approaches/Activities:

If students receive responses from any of their business letters, or if they begin corresponding with a pen pal, you may wish to set aside a bulletin board for their use. Throughout the school year, they can post letters, pictures, or information that they receive and wish to share.

Sample Items:

You just bought a toy and it was broken. Write a business letter to: Mr. Perry White
c/o White's Toy Store
7 Center Street
Globe, Arizona 86301

Teacher Checklist:

heading _____

inside address _____

greeting _____

body _____

closing _____

signature _____

Objective Number W8-13-00 Subject Writing Area Composition Level 8

Objective Statement: Given a topic sentence, the student will write a one half page original composition.

Teaching Approaches/Activities:

STORY TEAM:

Divide the class into groups, each group having a leader and five or six members. Give each group an action picture to use as a story starter. Each member of the group is to tell part of a story made up by the entire group. Discuss the fact that good stories have a beginning, middle, and ending. Give children five minutes planning time, then have them share their stories. Follow with a discussion of what they liked about the stories and how they could have been improved.

Sample Items:

Here are three topics. Choose one topic sentence and write a story about it.

1. I remember the best Navajo Fair.
2. Let me tell you about the basketball game.
3. I like to go to rodeos.

Objective Statement: Given a paragraph which is incorrectly capitalized, punctuated and spelled, the student will make corrections as necessary.

Teaching Approaches/Activities:

CLEANING UP COMPOSITIONS:

Maybe it happened to you in school: You handed in a report written up (or even typed) in the finest shape you could muster; and it came back so covered with red marks that the composition itself seemed almost to have disappeared. And though a rewrite or a revision was called for -- obviously -- the process of extracting your original ideas from the congestion of criticism was disheartening, discouraging and difficult.

Why perpetuate that particular time-honored tradition? The red-letter treatment isn't the only way to point out a composition's strengths and weaknesses. Consider this footnote approach:

Have students reserve a wide margin at the bottom of each page of manuscript. When you go through their papers, place a small number next to any item that requires correction or comment. These numbers can then be keyed in to comments in the space at the bottom of the page, in footnote style.

No matter how heavy the error load, the paper remains pretty much in the form that the student submitted. Chances are good that the student will feel better about reading and taking action on comments that are handled in this manner.

Students get the message that you have respect for their work and seek to protect its integrity. And a report that's returned in an annotated version is simply more readable than one that looks like a full-blown case of stickler's revenge.

Sample Items:

Find four places to put periods at the end of the sentences and put them in. Find four misspelled list words and write them correctly at the left.

I'm a studnt of all kinds of desserts My
currant favorite is coffee ice cream I
like the plensent taste of the combination
of sugar, cream, and coffee I must admit,
however, that tne aveage person my age
usually likes chocolate better

Objective Statement: Given an article to read, the student will read the article and demonstrate his ability to outline the article correctly.

Teaching Approaches/Activities:

Assign each student to outline a report on their favorite activity. Once the student has his topic, he will used to collect ideas and information for it. Show him that the best way of organize his material is to make a rough outline first. Have him decide what the main topics are under which he wishes to group his ideas. Demonstrate the proper outline form for a final outline.

Display finished outlines in class.

Sample Items:

On your paper, arrange the items below into correct outline form, putting main topics and subtopics in logical order. Capitalize, indent, and punctuate the outline correctly.

- writing a paper on any subject
- C. use reference books
- B. find book on the shelf
- A. use card catalogue
- 4. dictionary
- I. select a specific subject
- III. take notes
 - 1. encyclopedia
 - A. keep to the subject
 - C. use your own words
 - A. make an outline
 - C. write in your own words
 - D. cite references
 - B. write brief notes
 - 2. almanacs and atlases
 - 3. Reader's Guide
- II. use the library
 - B. organize notes
- IV. write the paper
 - A. choose a subject you like
 - B. narrow the subject